



CHILD ABUSE AND EXPLOITATION

Instructor

Guide



COURSE TITLE: CHILD ABUSE

INSTRUCTIONAL GOALS: Demonstrate an understanding and knowledge concerning the crime and social issue of child abuse, including the dynamics of why people abuse children and the results of that abuse. Law enforcement is charged with investigating these cases, along side social service agencies. Each role is discussed.

INSTRUCTIONAL OBJECTIVES:

1. This course is designed to provide the basic cadet with information concerning child abuse.
2. The officer will be able to define what constitutes a child abuse.
3. The officer will be able to recognize the different types of child abuse: physical, emotional, sexual & neglect
4. The officer will have an understanding of the statutes as they relate to child abuse and neglect
5. The officer will have an understanding of the basic requirements of how to conduct a child abuse investigation into the identified types of abuse
6. The officer will have an understanding of the basics of child neglect
7. The officer will have an understanding of the basics of emotional child abuse.
8. The officer will have an understanding of the basics of sexual child abuse
9. The officer will have an understanding of how to remove a child from the home and the legal requirements to make that decision.
10. The officer will have a basic understanding of the dynamics concerning pedophiles.
11. The officer will have an understanding of the reporting requirements as it pertains to child abuse

INSTRUCTIONAL METHODS: Lecture, Power Point

HANDOUTS: None

COURSE DURATION: 4 Hours

CURRICULUM REFERENCES:

SAFETY CONSIDERATION: None

EQUIPMENT, PERSONNEL, AND SUPPLIES NEEDED: Classroom suitable for participant number, projector, projector screen, audio/visual equipment

TARGET AUDIENCE:	Basic Police Officer Cadets
COURSE PREREQUISITES:	None
INSTRUCTOR CERT.:	General Police Certification; Specialized Certification preferred
INSTRUCTOR RATIO:	1/40
EVALUATION STRATEGY:	New Mexico Law Enforcement Certification Examination
AUTHOR & ORIGATION DATE:	
REVISION / REVIEW DATE (S):	NMLEA Instructor Jan 2014
REVISED / REVIEWED BY:	
COURSE OUTLINE:	<p>Introduction: Inflicted physical injury most often represents unreasonably severe corporal punishment. This usually happens when the parent is frustrated, angry and shakes, throws, or strikes a child. Other forms of punishment may also place a child in a situation where injury occurs or the child is endangered.</p> <p>The combination of physical punishment and rage is ineffective as a disciplinary tool. The use of excessive corporal punishment may teach a child to resolve conflicts violently.</p> <p>Definition: Child Abuse is the non-accidental injury of a child, consisting of one episode or several episodes of injuries ranging from minor to fatal.</p> <p>I. Statutes:</p> <ul style="list-style-type: none">A. Abandonment or Abuse of a Child, NM Statute 30-6-1.B. Definitions: 32A-4-1C. Duty to report: 32A-4-3D. Taking into State custody: 32A-4-6 <p>II. Elements of Abuse</p> <p>III. Types of Abuse</p> <p>IV. Child Neglect</p> <ul style="list-style-type: none">A. Child Neglect defined:B. Child neglect indicatorsC. Emotional Abuse/DeprivationD. Sexual Abuse & Exploitation of Children

- E. Protective Custody Assessment in Child Abuse
- F. Pedophiles
- G. Dynamics of victimization
- H. Reporting Child Abuse

V. Inflicted physical injury most often represents unreasonably severe corporal punishment. This usually happens when the parent is frustrated, angry and shakes, throws, or strikes a child. Other forms of punishment may also place a child in a situation where injury occurs or the child is endangered.

1. The combination of physical punishment and rage is ineffective as a disciplinary tool. The use of excessive corporal punishment may teach a child to resolve conflicts violently.

Definition: Child Abuse is the non-accidental injury of a child, consisting of one episode or several episodes of injuries ranging from minor to fatal.

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VI. Statutes:

- A. Abandonment or Abuse of a Child, NM Statute 30-6-1.
- B. Definitions: 32A-4-1
- C. Duty to report: 32A-4-3
- D. Taking into State custody: 32A-4-6

LO3, Q2

VII. Elements of Abuse

- A. Abuse most often occurs in the home. Three elements are involved to create an abusive environment: 1) the abuser, 2) the abused, 3) a crisis.
- B. Abuser:
- C. Characteristics of Abusers:
- D. The Abused:
- E. The Crisis:

VIII. Types of Abuse

- A. Physical
- B. Emotional
- C. Sexual
- D. Neglect
- E. Physical Abuse:

- F. 32A-4-2: Abandonment or Abuse of a Child:
- G. There are a number of indicators of physical abuse. The presence of unexplained, inconsistent or incompatible explanations of injuries assists the officer in determining the appropriate course of action.
- H. Types of injuries: normal bruises will occur over bony prominences. Facial scratches, knee and shin bruises, and forehead bruises. These are normal in children during the elementary years and will appear as small flat circular bruises.
- I. Mongolian spots – pseudo bruises. Less than 2% of the population bruises easy. Occurs in the following races:
- J. Assessment of injuries:
- K. Burns
- L. Lacerations & Abrasions
- M. Internal Injuries/pummeling
- N. Head Injuries
- O. Behavioral Indicators
- P. Behavioral indicators of parent/caretaker
- Q. History/Explanation
- R. Investigation
- S. Evidence Collection
- IX. Child Neglect
 - A. Child Neglect defined:
 - 1. Child neglect indicators
- X. Emotional Abuse/Deprivation
 - A. Behavioral Indicators
 - 1. Victim:
 - 2. Parent
- XI. Sexual Abuse & Exploitation of Children

Sexual Abuse is described as contact with a child where the child is being used for sexual stimulation of the other person. Sexual abuse can be committed by a person of any age. The abuser is often older than the victim and/or in a position of authority over the child.

- A. Sexual Abuse Indicators:
Sexual abuse of a child may surface through a broad range of physical, behavioral, and social symptoms
 - 1. Historical indicators:
 - 2. Physical Indicators:
 - 3. Sexual behavioral indicators of children:
 - 4. Behavioral indicators in younger children:
 - 5. Behavioral indicators in older children and adolescents
 - 6. Offender Indicators: Intra-familial- Father or father figure
 - 7. Mother or mother figure
 - 8. Family Indicators

XII. Protective Custody Assessment in Child Abuse

- A. The officer should determine the need for protective custody of the victim(s), siblings, and others by taking into consideration the following factors:
- B. Police officers may remove children from the home based on the circumstances. Children, Youth and Family workers may request the children be removed. The final decision rests with the police, not CYFD. Be cognizant of hidden agendas and pressure to remove children. You must maintain a working relationship with CYFD because they will be necessary to place the child.

XIII. Pedophiles

- A. Basic cadets need to understand the dynamics of a pedophile. Not all offenders in child sexual abuse cases are pedophiles. Pedophiles:
- B. Access to children. The pedophile will have a method of gaining access to children. Other than simply hanging around where kids congregate, this is done primarily in three ways:
- C. Two most important pedophile indicators are:
- D. Characteristics of pornography collection:
- E. Dynamics of victimization

XIV. Reporting Child Abuse

- A. The reporting requirements: while everyone should report suspected child abuse and neglect, State Statute 32A-4-3 provides that it is a crime for certain professionals and laypersons who have a special working relationship or contact with children NOT to report suspected abuse to the proper authorities. Failure to do so is a misdemeanor. This penalty ensures that those required to do so will report all suspected incidents of child abuse immediately to the appropriate agencies.
- B. Duty to report:
- C. Child abuse and neglect investigations are a joint responsibility of the police and Children, Youth & Family worker. Under law, any person reporting an instance of alleged neglect or abuse is presumed to be acting in good faith and is immune from liability unless acting maliciously or in bad faith.
- D. Protective custody: a child may be taken into custody by a law enforcement officer when the officer has reasonable grounds to believe that a child is suffering from illness or injury, or has been abandoned, or is in danger from the child's surroundings, parents are hiding the child or is in need of medical attention. 32A-4-6.
- E. Police liability for failing to insure the protection of the child: If an officer negligently fails to place an endangered child in protective custody, that officer may be civilly liable for damages if the child suffers further injuries. Whenever there is doubt as to the need for protective custody, the decision should be made in favor of protective custody.
- F. An officer should never leave the abused or neglected child with neighbors or friends of the child's family in situations where protective custody is required. The presence of siblings in the home should be considered when determining protective custody. When one child victim is removed, the abusing parent or caretaker may abuse another child. While only one child may have been identified, others may also be subject to abuse.

G. Victim Interview:**XI: Sudden Infant Death Syndrome (SIDS)**

- A. SIDS, commonly known as “crib death” or “cot death” is the number one cause of death in infants between one month and one year of age. About 6500 babies die of SIDS every year in the United States.
- B. SIDS cannot be predicted or prevented, even by a physician. It almost always occurs during sleep. The typical SIDS case involves an apparently healthy infant, usually between the ages of 4 weeks and 7 months, who has suddenly died. No illness has been present; although the baby may have had signs of a slight cold. There is no indication that the baby struggled or cried out while dying.
1. The only way SIDS can be conclusively diagnosed is by an autopsy. Diagnosis is made only after all other causes of death have been ruled out.
- C. You as a first responder can only suspect SIDS as the cause of death. As a first responder, you need to know some of the identifying features characteristic of the SIDS victim as opposed to an abused child. The following table is a list of the general physical characteristics of each.
- D. Things to look for and note:
- E. What is the role of the police officer

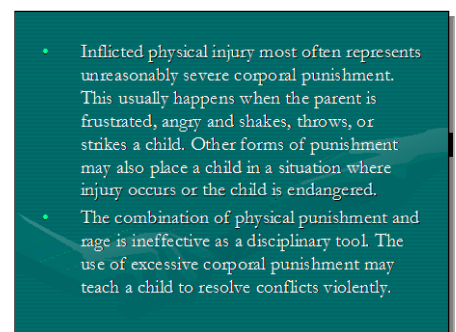
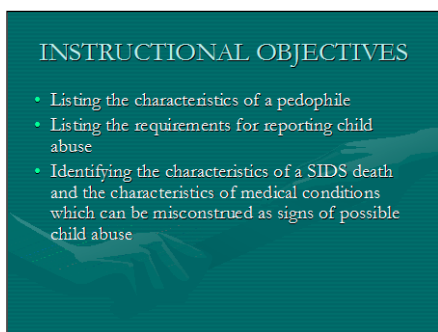
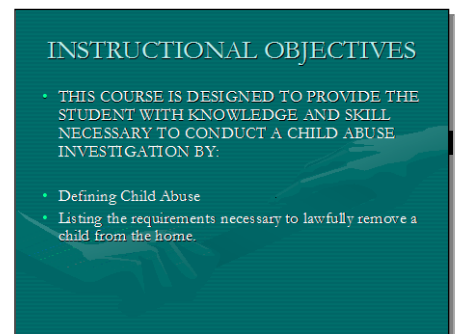
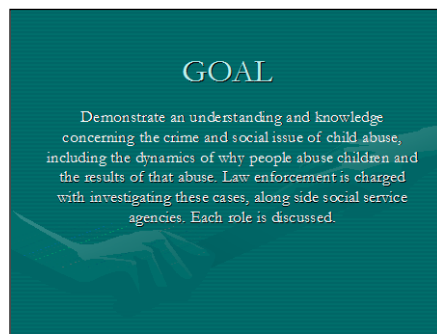
XII: Lost or missing children

- A. In general, when a child is not where he or she is supposed to be, that child is labeled as missing. Lost or accidentally injured children refers to those situations in which a child wanders into the woods, becomes injured or trapped, and is unable to contact others for help. The child's intention was not to runaway; rather the situation occurred in the context of daily childhood activities. It is important for parents and family to remain calm and rational when they discover that their loved one is gone. Do not panic or lose sight of the immediate task at hand.
- B. The first 48 hours are the most important in locating the child. Follow these steps immediately:

COURSE CONTENT:

INSTRUCTOR NOTES: Begin with opening "introduction":

- Inflicted physical injury most often represents unreasonably severe corporal punishment. This usually happens when the parent is frustrated, angry and shakes, throws, or strikes a child. Other forms of punishment may also place a child in a situation where injury occurs or the child is endangered.
- The combination of physical punishment and rage is ineffective as a disciplinary tool. The use of excessive corporal punishment may teach a child to resolve conflicts violently.
- Introduce Course
- Introduce Self
- Classroom and housekeeping rule
- Distribute Student Manuals
- Discuss Course Goal and Objectives



Definition

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INSTRUCTOR NOTES: THROUGH OUT THE COURSE THERE WILL BE "STATUTES". HAVE THE STUDENTS REFER TO THE STATUTES IN THEIR LEGAL BOOKS AT THOSE TIMES AND COVER THEM TO THE EXTENT NECESSARY KEEPING YOUR CLASS TIME IN MIND.

Statutes

- A. Abandonment or Abuse of a Child, NM Statute 30-6-1.
- B. Definitions: 32A-4-1
- C. Duty to report: 32A-4-3
- D. Taking into State custody: 32A-4-6



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Elements in Abuse

- Abuse most often occurs in the home. Three elements are involved to create an abusive environment:
- 1. The abuser
- 2. The abused
- 3. A crisis



Elements of Abuse

5. Abuse most often occurs in the home. Three elements are involved to create an abusive environment:
 - a. the abuser, b. the abused, c. a crisis.

Abuser

- Usually the parent or caretaker
- Perpetrators include
 - Mothers
 - Fathers
 - Boyfriends
 - Stepfathers
 - Babysitters, etc



Abuser:

Characteristics of Abusers

- History of having been abused themselves
- Tend to keep to themselves
- Move from place to place
- Tend to be young
- Alcohol/Drug abuse
- Mate knows about abuse, ignores or even participates in it.

☒ Characteristics of Abusers:

The Abused

- The child victim. Children under the age of two are most at risk. Non-verbal and non-ambulatory
- Handicapped children at high risk
- Adopted children or reconstituted families (yours, mine & ours)
- Sickly, unattractive, unwanted child at risk

☒ The Abused:

Crisis

- The factor that sets the abusive parent in motion causing them to lose control and start the abuse
- Parent overreacts, usually as a result of stressors
- What can be a crisis??

☒ The Crisis:

TYPES OF ABUSE

- 1. Physical
- 2. Emotional
- 3. Sexual
- 4. Neglect

☒ Types of Abuse

1. Physical

- a. Lacerations & Abrasions
- b. Internal Injuries/pummeling
- c. Head Injuries
- d. Burns

2. Emotional
 - a. Behavioral Indicators
 - b. Behavioral indicators of parent/caretaker
3. Sexual
4. Neglect
 - a. History/Explanation
6. Evidence Collection
7. Child Neglect

Instructor Notes: Have cadets research “those statutes listed below in their legal books. Attempt a discussion on the difference in discipline and abuse. Explain that abuse crosses the line from discipline and is excessive and unnecessary, as well as a crime.

A. Child Neglect defined:

1. Child neglect indicators
2. Emotional Abuse/Deprivation

B. Sexual Abuse & Exploitation of Children

1. Specific NM statute: 30-6A-3 (Sexual Exploitation of Children)

C. Enticement of a Child.

- | | |
|---------|-------------------------------------|
| 30-9-13 | Criminal Sexual Contact of a Child: |
| 30-9-11 | Criminal Sexual Penetration: |
| 30-10-3 | Incest: |

D. Protective Custody Assessment in Child Abuse

E. Pedophiles

F. Dynamics of victimization

G. Reporting Child Abuse

EMPHASIZE:

- A. Inflicted physical injury most often represents unreasonably severe corporal punishment. This usually happens when the parent is frustrated, angry and shakes, throws, or strikes a child. Other forms of punishment may also place a child in a situation where injury occurs or the child is endangered.
- B. The combination of physical punishment and rage is ineffective as a disciplinary tool. The use of excessive corporal punishment may teach a child to resolve conflicts violently.

Physical Abuse

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Instructor Notes: Have cadets research “the statute listed in their legal books. Prompt discussion on the definitions and the elements of each specific crime. Remind the cadets that the statutes may be review again in their legal course of instruction.

Abandonment or Abuse of a Child

- Abandonment or Abuse of a Child: NMSA Statute: 30-6-1
- Abandonment of Dependant: NMSA 30-6-2
- Contributing to Delinquency of Minor: NMSA 30-6-3
- Obstruction of Reporting or Investigation of Child Abuse or Neglect: NMSA 30-6-4
- Sexual Exploitation of Children: NMSA 30-6A-3, 30-6A-4

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LO4

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30-6-1: Abuse of a Child

- Statute says: “child abuse” consists of a person knowingly, intentionally or negligently, and without justifiable cause, causing or permitting a child to be:
 1. Placed in a situation that may endanger a child’s life or health.
 2. Tortured, cruelly confined or cruelly punished.
 3. Exposed to the inclemency of the weather.

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(Children's Code)**

- Definitions: NMSA 32A-4-1
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Characteristics of Abusers

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- Alcohol/Drug abuse
- Mate knows about abuse, ignores or even participates in it.

☒ **Q3 Characteristics of Abusers:**

- History of having been abused themselves. (explain the cycle of abuse)
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The Abused

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Crisis

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☒ The Crisis:

- The factor that sets the abusive parent in motion causing them to lose control and start the abuse.
- Parent overreacts, usually as a result of stresses.
- ANYTHING CAN BE A CRISIS

TYPES OF ABUSE

- 1. Physical
- 2. Emotional
- 3. Sexual
- 4. Neglect

☒ Types of Abuse

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- 32A-4-2: Abandonment or Abuse of a Child: “abused child” means a child who has been physically, emotionally, or psychologically abused or who has been sexually abused or exploited by parents, guardians or custodian.

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- Mongolian spots – pseudo bruises. Less than 2% of the population bruise easy. Occurs in the following races:
 - 95% in Black babies
 - 81% in Oriental/American Indian babies
 - 70% in Hispanic babies
 - 10% in Caucasian babies.

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Assessment of injuries

- Primary target zone: 70% of injuries will be located on the posterior, shoulders to back of legs. This area is well protected and hidden from view.
- Configuration: Bruises in specific pattern that might resemble the instrument used, ex. Hand, belt buckle, wire, coat hanger, etc.)

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- Cluster bruises: indicates repeated contact with a hand or instrument.
- Age dating bruises. Bruises in various stages of healing, as indicated by differing shades of skin discoloration. Such bruises indicate injuries occurring at different times, which might be consistent with a pattern of abuse.

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- Age dating: 0-1 red, purple, swollen
- 1-7 blue-black (brown at rim)
- 5-10 greenish – yellow
- 7-14 brownish – yellow
- 10-21 fades to normal.

Q8

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- Bruises which are found on more than one side of the body.
- Angle of attack, will tell you how victim was positioned in regard to the perpetrator.
- Bite marks, pinch marks, hair pulled out. If more than 3 cm, an adult bite.
- Defense marks. Forearms held out to protect buttocks, etc. Grab marks, look underneath the arms.

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INSTRUCTOR NOTES:

- **Remind students as we progress through injuries and become angry with abusers that children love their parents and we need to keep this in perspective.**

Burns

- Immersion burns indicating dunking in a hot liquid. "Stocking" burns on the arms or legs, "doughnut" shaped burns on the buttocks; any burn which stops at a distinct boundary line.
- Cigarette burns have crater appearance.
- dry burns (no blisters)
- Rope burns from binding or tethering.

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Lacerations & Abrasions

- Loop type as in electrical cords.
- Wraparound caused by belts
- Buckle impressions
- Attempt to locate instrument causing injury (be creative)

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Internal Injuries/pummeling

- Blows to the body may cause serious internal injuries to the liver, spleen, pancreas, kidneys and other vital organs. Occasionally these injuries may cause shock and result in death. Lethal abdominal trauma in children requires forces comparable to a motor vehicle running over them. Most children who die of this have had significant delays in medical care. This is the second leading cause of death for victims of child abuse.

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- Detectable surface evidence of such trauma is rarely present. Evidence of such trauma includes: 1) distended abdomen, 2) blood in urine, 3) vomiting, 4) abdominal pain, 5) shock

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Head Injuries

- Head injuries are the most common cause of child abuse related deaths and an important cause of disabilities.
- Eggshell-fracture: skull x-rays may reveal an "eggshell" fracture of the back of the skull. Occurs when children are slammed or thrown against a solid object.
- Subdural Hematoma – refers to trapped blood around the brain caused by a blunt force blow to the head. Special caution: serious head injuries don't result from simple falls.

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- Subdural Hematoma – refers to trapped blood around the brain caused by a blunt force blow to the head. Special caution: serious head injuries don't result from simple falls.
- Shaking Baby Syndrome: caused by violent or excessive shaking of a child. The injury can also be caused by inappropriate play (such as throwing a very young child into the air, etc). Young children have weak neck muscles and their heads are heavy in relation to their size. Spots or pools of blood may be visible in their eyes.

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Behavioral Indicators

- Child:
- Overly passive, compliant, or fearful; or at the other extreme: excessively aggressive or physically violent.
- Attempts to hide injuries; child wears inappropriate clothing (especially in hot weather); frequently absent from school or physical education classes.

☒ Behavioral Indicators

- Child:
- Overly passive, compliant, or fearful; or at the other extreme: excessively aggressive or physically violent.
- Attempts to hide injuries; child wears inappropriate clothing (especially in hot weather); frequently absent from school or physical education classes.

- Fearful of physical contact
- Afraid to go home
- Cries little
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Behavioral indicators of parent/caretaker

- Delays or fails to seek medical care for the child. More than 3 hour delay should raise issues.
- Inconsistent or incompatible explanations for the child's injuries
- Unrealistic expectations of the child.
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History/Explanation

- Child's statement indicates that the injury was caused by abuse.
- Knowledge that a child's injury is unusual for a specific age group (ex. Any fracture in an infant)
- Unexplained injuries (ex. Parent is unable to explain cause of injury; there are discrepancies; a third party is blamed; explanations are inconsistent with medical diagnosis.)
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Evidence Collection

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Child neglect indicators

- Neglect may be suspected if the following conditions exist:
- Lack of adequate medical or dental care.
- Chronically sleepy or hungry.
- Chronically dirty, poor personal hygiene, inadequate dress for weather conditions.
- Evidence of poor supervision: ex. Child is left alone in the home, or unsupervised under any circumstances; (repeatedly falls down stairs, repeated ingestion of harmful substances, a child cared for by another child, left in car, street, etc)

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- Conditions in home constitute a health hazard (garbage, animal, or human excretion)
- Home lacks heating or plumbing
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- It is important the instructor distinguish between neglect and poverty or poor parenting skills. While some of these conditions may exist in the home environment, it is the extreme or persistent presence of these factors that indicates some degree of neglect.

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INSTRUTOR NOTES:

Suggestion: attempt discussion on whether criminal charges are appropriate for neglect situations.

Emotional Abuse/Deprivation

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Behavioral Indicators

- Victim:
 - Withdrawn, depressed, apathetic
 - “Acts out” and considered a “behavior problem”
 - Rocking, head banging, habit disorders
 - Self destructive/ suicide attempts
 - Truancy or other disciplinary problems

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 - Mentally ill or immature parents
 - Discriminatory treatment among children in family
 - Belittles the child
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Sexual Abuse & Exploitation of Children

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- ♦ 30-9-1 Enticement of a Child. 1) enticing, persuading or attempting to persuade a child under the age of sixteen to enter any vehicle, building, room or secluded place with intent to commit an act which would constitute a crime under Article 9.

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- 30-10-3 Incest: Knowingly intermarrying or having sexual intercourse with persons within the following degrees of consanguinity: parents and children including grandparents and grandchildren of every degree, brothers and sisters of the half as well as of the whole blood, uncles and nieces, aunts and nephews. 2) 3rd degree felony.

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- Child reports sexual activities to a friend, classmate, teacher, friend's mother, or other trusted adult. The disclosure may be direct or indirect, ex. "I know somebody"; "what would you do if?"; "I heard something about somebody." It is not uncommon for the disclosure to be delayed.

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Physical Indicators

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- Pain in genital area
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- Venereal disease, especially in pre-teens
- Pregnancy

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Behavioral indicators in younger children

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- Running away from home
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Offender Indicators: Intra-familial - Father or father figure

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- Police officers may remove children from the home based on the circumstances. Children, Youth and Family workers may request the children be removed. The final decision rests with the police, not CYFD. Be cognizant of hidden agendas and pressure to remove children. You must maintain a working relationship with CYFD because they will be necessary to place the child.

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Pedophiles

- Basic cadets need to understand the dynamics of a pedophile. Not all offenders in child sexual abuse cases are pedophiles. Pedophiles:
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- They seduce children with attention, affection, and gifts
- They seduce children over a period of time by lowering their inhibitions. He/she knows how to listen to children
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Access to children

- The pedophile will have a method of gaining access to children. Other than simply hanging around where kids congregate, this is done primarily in three ways:
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- It is the most important thing in their life
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- Usually maintains detailed, neat, orderly records.
- He may move or hide the collections, but he will never destroy it.
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Dynamics of victimization

- Children become victims because their vulnerable, are easily persuaded to cooperate, and are too ashamed to talk about it with others.
- They have been taught to obey adults. They don't know they can say "no" to adults.
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Reporting Child Abuse

- The reporting requirements: while everyone should report suspected child abuse and neglect, State Statute 32A-4-3 provides that it is a crime for certain professionals and laypersons who have a special working relationship or contact with children NOT to report suspected abuse to the proper authorities. Failure to do so is a misdemeanor. This penalty ensures that those required to so will report all suspected incidents of child abuse immediately to the appropriate agencies

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Duty to report

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- School teacher
- Social worker acting in his official capacity
- or any other person knowing or suspecting that a child is an abuse or a neglected child, shall report the matter immediately to:
- The local law enforcement agency
- The Children, Youth and Family Department office in the county

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Protective custody

- a child may be taken into custody by a law enforcement officer when the officer has reasonable grounds to believe that a child is suffering from illness or injury, or has been abandoned, or is in danger from the child's surroundings, parents are hiding the child or is in need of medical attention. 32A-4-6.

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Police liability for failing to insure the protection of the child

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Victim Interview

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- Consultation with the district attorney's office
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Sudden Infant Death Syndrome (SIDS)

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- SIDS cannot be predicted or prevented, even by a physician. It almost always occurs during sleep. The typical SIDS case involves an apparently healthy infant, usually between the ages of 4 weeks and 7 months, who has suddenly died. No illness has been present; although the baby may have had signs of a slight cold. There is no indication that the baby struggled or cried out while dying

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- The only way SIDS can be conclusively diagnosed is by an autopsy. Diagnosis is made only after all other causes of death have been ruled out.
- You as a first responder can only suspect SIDS as the cause of death. As a first responder, you need to know some of the identifying features characteristic of the SIDS victim as opposed to an abused child. The following table is a list of the general physical characteristics of each

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SIDS VICTIM	CHILD ABUSE
Appears to be sleeping	Adult story does not “sound right”; or account for all injuries on baby
May be twisted in the bed clothing	Disfigurements, welts, burns, bruises, etc – which may be in different stages of healing, or may be scars
Purple mottled markings on head and facial area	Broken bones
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Blood tinged froth around nose and mouth areas	Siblings bearing marks of abuse or physical evidence of abuse

Things to look for and note

- Physical appearance of the baby
- Position of baby in crib, may account for marks on child’s head or body.
- Physical appearance of crib
- Appearance of room/house
- Behaviors of persons present

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What is the role of the police officer

- Initiate CPR efforts if the infant is not obviously dead.
- Conduct an “investigation” that will help determine the cause of death.
- Provide leadership and protection to the SIDS family
- Be in command of your own feelings. This can be difficult because of your own children, but be professional and act in a calm, efficient manner, exhibiting kind concern.
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Lost or missing children

- In general, when a child is not where he or she is supposed to be, that child is labeled as missing. Lost or accidentally injured children refers to those situations in which a child wanders into the woods, becomes injured or trapped, and is unable to contact others for help. The child's intention was not to runaway; rather the situation occurred in the context of daily childhood activities. It is important for parents and family to remain calm and rational when they discover that their loved one is gone. Do not panic or lost sight of the immediate task at hand

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The first 48 hours are the most important in locating the child. Follow these steps immediately

- Check with your child's friends, school, neighbors, relatives, or anyone else who may know of your child's whereabouts. Ask them to notify you if they hear from the child.
- Report the person to the local police or sheriff's department. Have an officer respond to your home to take the report

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- Provide the police with a recent photo of our child.
- Make sure you enter the child's name and description into the National Crime Information Center (NCIC) computer.
- Call or check several spots that your child may frequent and check with area hospitals and treatment centers
- Depending on the age of the child, conduct an immediate search of the surrounding area. Look inside the house first and move outward.

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- Missing Child reports: Law Enforcement Duties:
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- Upon receiving a report of child believed to be missing, a law enforcement agency shall:
- Immediately enter information about the child into NCIC
- Within 30 days notify the state registrar in writing of the missing child
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Child Abuse Resources

- When teaching this class, there are resources available. For handouts, contact the local Children, Youth and Family Department. They have a folder with handouts that make excellent copies to give to basic recruits. These outline physical, emotional, and sexual indicators of the victim and offender, as well as family dynamics for these type cases

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COURSE AUDIT

PRIMARY INSTRUCTOR:

SECONDARY INSTRUCTOR:

SUPPORT STAFF (i.e.: Scenario Managers, Role Players, etc):

DATE(S)/ TIME(S) OF INSTRUCTION:

LOCATION OF INSTRUCTION:

RECOMMENDED CURRICULUM CHANGES: Identify inaccurate information, outdated information, new information to be added to update material, etc. (Use additional pages if necessary)

COURSE AUDIT (Continued)

ADDITIONAL INSTRUCTOR COMMENTS: (If any portion of the course content was not presented, indicate the specific content here)

If course content other than the NMDPS TRD approved Basic or PST academy curriculum is taught, the alternative curriculum must be submitted to the Law Enforcement Academy Deputy Director's office and approved prior to delivery of the alternative instructional materials.

☐ Alternative curriculum was taught.

☐ Accreditation number of alternative curriculum:

SIGNATURE

DATE

Primary Instructor

Reviewed by Program Coordinator**Reviewed by Bureau Chief**

Reviewed by LEA Director or Designee